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ABSTRACT

This study was conducted to compare a 1990 sample of beginning teachers with a 1985 sample of beginning teachers who had graduated from the same university. The study was designed to test the hypothesis that the 1990 sample, which had experienced greater emphasis on field experiences and structured beginning teacher induction programs, would report less job entry reality shock than the 1985 sample. Near the completion of their first year of teaching, the 1990 sample (N=60) and the 1985 sample (N=90) of elementary and secondary teachers rated 24 teaching work conditions on two Likert scales in two ways: (1) by recalling prior-to-job expectations; and (2) in terms of actual on-the-job work experiences. The 1990 sample reported the new teachers experiencing job reality shock for 3 of 24 teaching work conditions, whereas the 1985 sample had reported these teachers experiencing job entry reality shock for 18 of the 24 teaching work conditions. The findings indicate that an increase in field experiences along with new teacher induction programs may result in a decrease of beginning teacher job entry reality shock. However, design limitations of the study suggest that results be accepted with considerable caution. Four tables are appended. (LL)

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The Nature of the Differences Between 1985 and 1990 First-Year Teachers' Reports of Job Entry Reality Shock

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Educational Foundations and Inquiry

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Abstract

This study was designed to ascertain the extent to which a sample of approximately 60 beginning teachers experienced job entry reality shock and whether or not this 1990 sample of beginning teachers, following an increased emphasis on field experiences in training and the establishment of state-mandated new teacher induction programs in the public schools, would report less job entry reality shock than did a 1985 sample of approximately 90 beginning teachers who had graduated from the same university. The 1990 sample of beginning teachers reported experiencing job entry reality shock for just 3 of 24 teaching work conditions; whereas the 1985 beginning teachers had reported experiencing job entry reality shock for 18 of the 24 teaching work conditions or situations. The two samples of beginning teachers, however, did rate similarly those job conditions precipitating more or less job entry reality shock (Rho = +.70).

The Nature of the Differences Between 1985 and 1990 First-Year Teachers' Reports of Job Entry Reality Shock

Socialization is broadly viewed as a cultural process whereby individuals striving to meet personal needs are converted to social beings functioning within cultural constraints. Socialization within organizations such as the socialization of a neophyte teacher within a school district is a more complex process. For example, socialization in a school district is engaged in by groups of individuals and groups of groups as well as by the individual neophyte teacher, and at the same time the organization and individuals within the organization are continuously changing.

In familiar situations socialized individuals operate in loosely pre-programmed ways guided by cognitive scripts or expectations based upon previous experiences (Louis, 1980). Beginning employees in organizations bring to organizations their own sets of expectations. The extent to which these expectations are met determines to a large extent whether or not successful job socialization occurs. Unmet expectations of neophyte employees generate stress and frustration which eventually may lead to their leaving a profession (Carroll, 1981).

When neophyte teachers are socialized within school districts, both they and the school districts bring inputs and expectations to the socialization process. Beginning teachers bring inputs to the socialization process such as prior school experiences, knowledge of subject and instructional methodology, personal lifestyle, and teacher training. Research associated with these inputs suggests that many novice teachers are not sufficiently prepared to cope with the complex and demanding classroom setting. For example, Veenman (1984) reported that many beginning teachers experience considerable job and socialization stress in their early efforts to manage classroom activities and pupil behavior.

The inputs and expectations of school districts through factors such as the nature of a particular teaching assignment, the extent of guidance for the beginning teachers provided by teacher colleagues, existing school policies and procedures, and the quality and amount of supervision provided by school building principals also influence the socialization of neophyte teachers. Research associated with these inputs reveals that many beginning teachers are assigned to less desirable school buildings and unwanted classes which is likely to heighten the stress felt by beginning teachers during job socialization (Neufeld, 1985). Research also indicates that many school principals fail to provide sufficient support for neophyte

teachers to the extent that this contributes to factors causing many teachers to leave the profession during their first year of teaching (Schlechty, 1984). Conversely, the research of school organizational inputs indicates that when teacher colleagues provide novice teachers with "tricks of the trade," aspiring teachers are likely to experience increased job socialization and satisfaction (Lortie, 1975).

Veenman (1984) concluded after a review of 83 studies of the experiences of beginning teachers that the most frequently reported socialization problems of neophyte teachers were: (a) handling classroom discipline, (b) motivating students, (c) dealing with individual pupil differences, (d) assessing student work, (e) establishing acceptable relationships with parents, (f) organizing class work, (g) having insufficient materials and supplies, and (h) coping with problems of individual students. He noted that few differences were found between problems reported by elementary and secondary teachers, between findings from research conducted in earlier or more recent decades, between problems reported in the first year or subsequent year(s) of teaching experience, between the findings from studies conducted in different countries, and between problems reported by neophyte teachers graduating from different types of teacher training programs.

When the findings of the studies were analyzed by the nature of school settings and background characteristics of the neophyte teachers, Veenman found that the relative rankings of the frequencies of the different problems reported by beginning teachers changed somewhat but that the types of problems identified tended to remain the same. This led him to conclude that the problems of beginning teachers appear not be be attributable solely to their personal characteristics, to situational characteristics of the employing school, or to the nature of teacher training programs.

Harrison and Westerman (1974) found that the most frequently identified problems of novice teachers were very nearly identical to those of more experienced teachers but that the reported frequency of these problems did vary somewhat between the novice and experienced teachers. Relatedly, Bruner and Felder (1983) noted that many of the problems reported by beginning secondary teachers were of such a nature that they could be addressed by administrators (e.g., amount of administrative support, adequacy of school security, and presence of burdensome administrative paperwork), and Adams (1982) reported that the frequency of some teacher reported concerns varied with teaching experience whereas others did not. For example, Adams found that administrative and parent concerns of teachers appeared to increase with years of teaching

experience; whereas pupil discipline and motivation problems did not appear to change over the first five years of teaching experience. He also found, as did Newfeld (1985), that many beginning teachers are assigned to more difficult and less desirable classes which is likely to add to the stress of their job socialization.

Novice teachers are consistently adamant in stating that their college courses were too theoretical and too impractical while commending the positive value of realistic field experiences in their training (Applegate & Lasley, 1985; Metzner, Nelson, & Sharp, 1972; Pigge, 1978). At the same time, the results of more qualitative approaches to the study of the problems experienced by novice teachers (Childers & Podemski, 1982-83; Gibson, 1976; Lasley, 1980; O'Rourke, 1983) reveal that many beginning teachers have reported that their own initial idealistic expectations of teaching and pupils also contributed to their feelings of job entry reality shock. For example, neophyte teachers have reported that prior to their teaching they had held expectations about themselves as teachers such as: I will be able to reach all students. I will not be boring like many of my own teachers. I will be a friend to and will like all my students. My own enthusiasm for my subject will be contagious to students.

Similarly, neophyte teachers, when asked to share their teaching expectations of pupils and teaching, have reported expectations such as: Students will be motivated by good lessons. All kids are reachable. Students will appreciate and recognize my extra work and efforts. Students will like and respect me. Kids respond better to trust and acceptance than to management. Teaching is a rewarding experience. We teach students not subjects. Teachers are highly regarded. Teachers have a lot of extra time for family and friends. Teaching is an intellectual challenge. Those who know their subject well are good teachers.

High self-expectations about jobs upon entering a profession long planned and prepared for, in itself of course, is not unique to teachers and the teaching profession. Further, as suggested by Pajak and Blase (1982), some initial job entry reality shock might be considered normal and may even be a desired impetus to the development of a professional self in the first and later years of job experience.

The purpose of the present study was to compare the extent to which a 1990 sample of approximately 60 beginning teachers, who had experienced greater emphasis upon field experiences during their preservice training and newly instituted state-mandated new teacher induction programs in the public schools, reported job entry reality shock with extent of job

entry shock reported by a 1985 sample of approximately 90 beginning teachers who had graduated from the same university. More specifically, this study was designed to test the hypothesis that the 1990 sample of beginning teachers would report less job entry reality shock than did the 1985 sample of beginning teachers.

Methods and Procedures

One set of subjects for this study consisted of a sample of 61 elementary and secondary beginning classroom teachers who had entered teacher training in 1985 at Bowling Green State University and by the spring of 1990 had completed their first year of full-time teaching in Ohio. Near the end of their first year of teaching these aspiring teachers completed two sets of ratings: 1) recalled expectations of work conditions prior to their first teaching job and 2) ratings of teaching work conditions actually experienced during their first teaching job.

The second set of subjects for this study consisted of a sample of 94 beginning elementary and secondary classroom teachers who near the end of their first year of teaching (spring 1985) had also completed the same scales as discussed above (Marso & Pigge, 1987). These novice teachers also were Bowling Green State University graduates and were teaching in Ohio, but these beginning teachers had graduated prior to a recent increased focus on field experiences during preservice

training and prior to the implementation of state-mandated new teacher induction programs in Ohio's public schools.

The teaching work conditions scale is composed of 24 job conditions, situations, or factors (e.g., pupil behavior, colleague support, administrative guidance, etc.) which are rated on a five point Likert-type scale. The beginning teachers near the end of their first year of teaching (both the 1990 and 1985 samples) responded to each of the 24 teaching work conditions on two Likert scales in terms of 1) recall of their prior to teaching expectations and 2) in terms of actual work conditions experienced.

The instructions, the response code, and example item number 17 from the instrument follow. The essence of each of the 24 teaching work conditions or situation items are presented on Table 1.

PRIOR EXPECTATIONS AND ON-THE-JOB REALITIES

Near the end of your college career you probably had some preconceived notions or expectations of the working conditions you would experience as a full-time teacher. The purpose of this section is to determine the difference, if any, between what you expected and what you found.

Please circle the response for your "prior expectations" on the left, your "on-the-job realities" on the right. Response code:

1	2	3	4	5
Highly Negative	Negative	Average or No Opinion	Positive	Highly Positive

1 2 3 4 5	17. Parent-teacher conferences	1 2 3 4 5

The prior expectations and on-the-job realities scale was sent by mail to the samples of beginning teachers in the spring of 1985 (and also 1990) accompanied by a statement of response confidentiality and a stamped return envelope. Nonrespondents were mailed reminders three weeks after the original mailing.

The "expectation" and "reality" ratings reported by the 1985 and the 1990 samples of teachers for each of the 24 teaching work conditions near the end of their first year of teaching were summed and means calculated for the total samples of beginning teachers and for the elementary and secondary school teachers within each of the two total samples. Mean discrepancies (the difference between the expectation and the reality means for each of the 24 teaching work conditions) also were calculated and rank ordered. Dependent t-ratios between the expectation and reality rating means were completed for each item for the total group, and for the elementary and secondary school groups of teachers for both the 1985 and the 1990 samples of beginning teachers.

The number of teaching work conditions identified as precipitating job entry reality shock were tallied for the 1985 and 1990 samples. An instance of job entry reality shock was considered to be present when a teaching work condition revealed a significantly lower ($p \leq .05$, two-tailed) mean on-the-job reality rating as compared to their prior-to-job expectation

rating. Chi square independence test procedures were then used to determine whether or not the 1985 and the 1990 samples of first year teachers differed in their freqeuncy of reported work conditions precipitating job entry reality shock.

Findings

The dependent t-ratio comparisons of the means for the ratings of prior-to-job expectations and on-the-job realities both of which were recorded near the end of the first year of teaching for the 1990 sample revealed just three job conditions contributing significantly ($p \leq .05$) to the neophyte teachers' feelings of job entry reality shock. (see Table 1). These three job conditions ranked in order of the amount of reality shock generated are: feelings of job satisfaction, help from college classes, and feelings of job accomplishment.

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Insert Table 1 about here

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Another significant difference was noted among the teaching work condition mean comparisons, but in this case the on-the-job reality rating was more positive than the prior-to-job expectation rating. The beginning teachers rated more positively the actual experiences of their teaching being observed than they rated their prior-to-job expectation for this work condition.

Regarding differences in the ratings of the teaching work conditions completed by the elementary as compared to the secondary school teachers for the 1990 sample, none of the three work conditions which revealed job entry reality shock for the combined group of teachers revealed differences for both the elementary and secondary groups of teachers. The ratings of the elementary group of teachers revealed no single job condition contributing significantly to feelings of reality shock although the average of the expectation rating means was somewhat higher ($\bar{X}$ = 93.00), but not significantly higher, than the average of the reality rating means ($\bar{X}$ = 90.05). The secondary group of teacher ratings revealed job entry reality shock for two of the job conditions: help from college classes and feelings of job satisfaction. Like the elementary teachers, the average of the secondary teachers' expectation rating means ($\bar{X}$ = 88.50) did not differ significantly from the average of their reality rating means ($\bar{X}$ = 86.21) as shown on Table 2.

The total group of 1985 teachers reported more job conditions precipitating job entry reality shock than did the total group of 1990 teachers. The prior-to-job expectation and on-the-job reality job conditions mean comparisons for the total group of the 1985 sample of beginning teachers revealed job entry reality shock for 18 of the 24 job conditions (see Table 2); whereas these same comparisons for the 1990 sample of

beginning teachers revealed job entry reality shock for just 3 of the 24 job conditions. The chi square independence test related to these two frequencies is significant ($\chi^2 = 19.05$, $p < .001$).

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Insert Table 2 about here

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The job conditions revealing job entry reality shock (significantly lower on-the-job reality rating means than prior-to-job expectation rating means) as well as the job conditions revealing more positive reality versus expectation ratings for the 1985 and the 1990 samples are summarized in Table 3.

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Insert Table 3 about here

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Indicative of the many findings presented in Table 3, it may be observed that the total group of beginning teachers in 1985 as well as the elementary group of teachers in this sample rated on-the-job reality more positively than prior-to-job expectation for the job condition help from other teachers; whereas the 1990 total group of teachers (and the 1985 elementary group of teachers) rated reality more positively than expectation for the job condition teaching being observed. The

beginning elementary school teachers in 1985 also rated reality more positively than expectations for the job condition rapport with other teachers, but similar results were not found in the 1990 sample although the nonsignificant difference between the on the job and expectation means for this job condition was in that direction.

The beginning elementary teachers in 1985 reported job entry reality shock for 9 of the 24 job conditions; whereas the beginning elementary teachers in 1990 reported job entry reality shock for none of the 24 job conditions which indicated a significantly lower incidence of reality shock ($X^2 = 8.75$, $p < .001$) for the 1990 sample of beginning elementary school teachers. Similarly, 15 of the 24 job conditions revealed reality shock for the 1985 sample of beginning secondary teachers; whereas just 2 of the 24 job conditions revealed job entry reality shock for the 1990 sample of beginning secondary teachers. These findings suggest a significant decrease in the incidence of reality shock ($X^2 = 13.12$, $p < .001$) for the 1990 sample of beginning secondary schcol teachers when compared to their 1985 cohorts.

The differences between the expectation and reality rating means were arranged in order of magnitude and then ranked for the 24 work conditions to reveal which conditions appeared to contribute most to the beginning teachers' feelings of reality

shock and to assist in determining how work conditions contributing to reality shock may have changed between 1985 and 1990. These ranks for the total group of teachers and for the elementary and secondary teacher groups for the 1985 and the 1990 samples are presented in Table 4.

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Insert Table 4 about here

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The ranking of mean expectancy minus reality mean ratings (discrepancies) for the 24 work conditions were positively correlated between the 1985 and 1990 samples of beginning teachers as revealed by a Spearman Rho coefficient of +.70 ($p < .001$) for the two total groups of teachers, of +.68 ($p < .001$) for the two elementary groups of teachers, and of +.10 ($p = .32$) for the two secondary groups of teachers (see Table 4). The six work conditions contributing most to the feelings of reality shock for the total 1985 sample were, respectively: work load, equipment for teaching, help from inservice, physical facilities, environment for growth, and help from college classes.

The six work conditions contributing most to reality shock for the total 1990 sample of beginning teachers were (just the first three revealed significant discrepancies), respectively: job satisfaction, help from college classes, feelings of

accomplishment, help from administrators, physical facilities, and help from inservice. As can be noted, three of the job conditions were among the top six work conditions tending to generate reality shock for both the 1985 and 1990 teachers, help from college classes, physical facilities, and help from inservice; further, all but one of the top six work conditions contributing to reality shock for the total 1990 sample also had precipitated significant reality shock for the 1985 sample of beginning teachers.

Summary and Discussion

Near the end of their first year of teaching, a 1990 sample and a 1985 sample of elementary and secondary teachers were asked to rate 24 teaching work conditions in two ways: 1) recalled prior-to-job expectations and 2) actual on-the-job reality work experiences. Comparisons were made between the teachers' job expectations ratings and their job realities ratings means for each of the job conditions to determine the presence of job entry reality shock. Job entry reality shock for a particular work condition was defined as a significantly higher prior-to-job expectation rating mean when compared to the teachers' actual on-the-job reality rating mean.

The incidence of job entry reality shock reported by the 1990 beginning teachers, whose preservice training included an increased emphasis on field experiences and participation in

newly instituted state-mandated new teacher induction programs in the public schools, was then compared with the incidence of job entry reality shock reported by the 1985 beginning teachers who had graduated from the same university but who had not experienced the same level of focus on field experiences or the state-mandated new teacher induction programs.

The total sample of beginning teachers in 1985 revealed the presence of job entry reality shock for 18 of the 24 teaching work conditions. In contrast, the total sample of 1990 beginning teachers reported the presence of job entry reality shock for just 3 of the 24 work conditions. It was concluded that a significant reduction in the incidence of job entry reality shock from the 1985 to the 1990 samples of beginning teachers had occurred. Thus, the hypothesis that the 1990 teachers reported less job entry reality shock than did the 1985 teachers was deemed tenable.

The finding of a much higher incidence of job entry reality shock reported by secondary teachers in contrast to elementary teachers (15 and 9 work conditions precipating reality shock, respectively) was evident for the beginning teachers in the 1985 sample as compared to the 1990 sample. For the 1990 sample none of the 24 teaching work conditions revealed reality shock for the beginning elementary teachers, and just 2 of the 24 work conditions (job satisfaction and help from college classes)

revealed significant ($p < .05$) reality shock for the beginning secondary teachers.

As noted previously, neophyte teachers have consistently stated that their college courses were too theoretical and impractical (Applegate & Lasley, 1985; Metzner, Nelson, & Sharp, 1971; Pigge, 1978); and at least for the present sample of beginning teachers, the increased focus upon field experiences during preservice training and the presence of the new teacher induction programs in the public schools (or other unidentified differences between the two samples or their experiences) appeared not to have alleviated beginning teachers' perception of the limited usefulness of college classes.

The findings from the present study suggest that beginning teachers' concerns about having their teaching observed will be a more positive experience in reality than they had expected but that three job conditions probably ought to be better addressed in the teacher socialization process: benefits received from college classes, feelings of accomplishment from teaching, and feelings of job satisfaction. The latter two of these factors appear to be matters that school districts probably could address and which might lead to improved teacher morale and lower teacher turnover rates. It also appears that teacher trainers need to renew their efforts to better relate college classroom activities to the broader classroom instructional

process as experienced by beginning elementary and secondary classroom teachers.

In summation, the findings from this study suggest that the combined increase in emphasis upon field experiences during teacher training and the provision of new teacher induction programs in the public schools may have resulted in decreased feelings of beginning teacher job entry reality shock for the 1990 sample of beginning teachers when compared to the 1985 sample of beginning teachers. This conclusion should be accepted with considerable caution, however, as the beginning teachers were neither randomly selected nor randomly assigned to the two samples studied. Further, the college and field training and induction experiences provided to these teacher candidates were not under the control of the researchers. Also, it should be noted that the work conditions may have revealed significant amounts of reality shock even though the actual on-the-job ratings appeared not to indicate a serious negative experience as the reality rating means generally exceeded the average point of '3' on the five-point scale (in other words the neophyte teachers appeared to be reporting generally positive job experiences). Because of these design limitations it is perhaps just as reasonable to assume that the differences in the reported incidence of reality shock between the 1985 and 1990 samples could have resulted from differences in academic and

related aptitudes, from other factors associated with teacher training, from differences in employing schools or other experiences during the first year of teaching, and/or from a combination of these or other unidentified factors.

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Table 1

Teaching Job Expectation and Reality Ratings with Dependent t-Probability Values for the 1990 Neophyte Teachers

Job Conditions	Elementary Teachers (N=38)			Secondary Teachers (N=23)			Total Teachers (N=61)			$\bar{X}$ Diff.
	Expect.	Reality**	p	Expect.	Reality	p	Expect.	Reality	p	Rank***
1. Help other teachers	4.32	4.32	1.000	3.86	3.86	1.000	4.14	4.15	1.000	18.5
2. Help from administrators	4.03	3.66	.119	4.00	3.70	.459	4.00	3.67	.087	4
3. Help from inservice	3.75	3.33	.083	3.27	3.17	.559	3.54	3.27	.081	6
4. Help college classes	4.06	3.78	.130	3.95	3.09	.000*	4.00	3.51	.001*	2
5. Rapport students	4.17	4.42	.782	4.09	4.18	.724	4.25	4.26	.659	18.5
6. Rapport with parents	3.95	3.63	.142	3.68	4.09	.059	3.83	3.77	.753	14
7. Rapport other teachers	4.18	4.24	.756	4.00	4.13	.296	4.10	4.20	.419	21
8. Rapport administrators	3.92	3.97	.756	3.91	3.70	.561	3.90	3.87	.903	15
9. Rapport community	3.79	3.68	.512	3.62	3.74	.204	3.72	3.70	.890	16
10. Budget for teaching	3.42	3.16	.244	3.19	3.32	.754	3.34	3.22	.450	11
11. Support parents	3.89	3.89	1.000	3.59	3.45	.589	3.80	3.73	.745	13
12. Support other teachers	4.05	4.32	.143	3.95	3.83	.480	4.02	4.13	.382	22

(table continues)

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	Job Conditions	Elementary Teachers (N=38) Expect.	Reality**	p	Secondary Teachers (N=23) Expect.	Reality	p	Total Teachers (N=61) Expect.	Reality	p	$\bar{X}$ Diff. Rank***
13.	Support administrators	3.95	3.97	.895	3.91	3.83	.833	3.93	3.92	1.000	17
14.	Support community	3.71	3.68	.864	3.43	3.65	.135	3.62	3.68	.551	20
15.	Physical facilities	3.89	3.61	.232	3.73	3.52	.478	3.85	3.57	.160	5
16.	Equipment for teaching	3.92	3.50	.107	3.59	3.74	.480	3.81	3.59	.228	7.5
17.	Parent conferences	3.53	3.63	.624	3.14	3.55	.083	3.38	3.59	.175	23
18.	Time cover content	3.70	3.44	.183	3.55	3.57	.576	3.62	3.49	.484	10
19.	Environment for growth	4.00	3.79	.210	3.82	3.68	.576	3.89	3.68	.168	9
20.	Feelings of accomplishment	4.24	3.97	.244	4.09	3.43	.083	4.17	3.77	.044*	3
21.	Work load	3.58	3.42	.212	3.14	3.30	.473	3.42	3.33	.784	12
22.	Behavior of pupils	3.58	3.37	.412	3.41	3.20	.559	3.53	3.31	.307	7.5
23.	Teaching being observed	3.63	3.95	.123	3.64	4.09	.074	3.63	4.00	.017*	24
24.	Job satisfaction	4.42	4.05	.056	4.18	3.39	.018*	4.32	3.80	.003*	1
	Total	93.00	90.05	.319	88.50	86.21	.900	91.17	88.61	.359	

*Probability values of dependent t-comparisons less than .05.

**Scale from '1' highly negatove to '5' highly positive.

***Expectation mean minus reality mean arranged by magnitude and ranked.

Table 2

Teaching Job Expectation and Reality Ratings with Dependent t-Probability Values for the 1985 Neophyte Teachers

Job Conditions	Elementary Teachers (N=61)			Secondary Teachers (N=33)			Total Teachers (N=94)			$\bar{X}$ Diff.
	Expect.	Reality**	p	Expect.	Reality	p	Expect.	Reality	p	Rank***
1. Help other teachers	4.05	4.41	.03*	4.27	4.27	.99	4.09	4.25	.05*	24
2. Help from administrators	4.07	4.03	.84	3.82	3.76	.85	3.99	3.82	.08	18
3. Help from inservice	3.51	3.18	.04*	3.55	2.45	.00*	3.63	3.00	.00*	3
4. Help college classes	4.00	3.62	.00*	4.18	3.39	.00*	4.10	3.56	.00*	6
5. Rapport students	4.43	4.44	.86	4.13	4.28	.50	4.29	4.11	.01*	17
6. Rapport with parents	4.15	4.07	.51	3.91	3.63	.22	4.05	3.73	.00*	13
7. Rapport other teachers	4.33	4.56	.04*	4.25	4.22	.88	4.32	4.30	.78	22
8. Rapport administrators	4.17	4.30	.23	3.84	3.84	.99	4.13	4.01	.13	21
9. Rapport community	3.89	3.91	.87	3.41	3.22	.40	3.75	3.61	.03*	20
10. Budget for teaching	3.62	3.10	.00*	3.67	3.06	.05*	3.57	3.15	.00*	10
11. Support parents	3.92	3.93	.99	3.97	3.55	.03*	3.91	3.56	.00*	12
12. Support other teachers	4.21	4.30	.55	4.36	3.79	.00*	4.13	3.88	.00*	16

(table continues)

	Job Conditions	Elementary Teachers (N=61) Expect.	Reality**	p	Secondary Teachers (N=33) Expect.	Reality	p	Total Teachers (N=94) Expect.	Reality	p	$\bar{X}$ Diff. Rank***
13.	Support administrators	4.23	4.25	.89	4.30	3.73	.04*	4.10	3.86	.00*	15
14.	Support community	3.69	3.54	.16	3.55	3.09	.01*	3.65	3.38	.00*	14
15.	Physical facilities	4.14	3.53	.00*	4.00	3.03	.00*	3.93	3.32	.00*	4
16.	Equipment for teaching	4.15	3.36	.00*	3.91	2.91	.00*	3.94	3.25	.00*	2
17.	Parent conferences	3.80	3.87	.73	3.72	3.00	.02*	3.67	3.51	.13	19
18.	Time cover content	4.03	3.51	.00*	3.91	3.36	.00*	3.88	3.40	.00*	8
19.	Environment for growth	4.26	3.90	.01*	4.03	3.33	.01*	4.13	3.54	.00*	5
20.	Feelings of accomplishment	4.44	4.21	.09	4.27	3.55	.01*	4.33	3.85	.00*	8
21.	Work load	3.97	3.39	.00*	3.67	2.70	.00*	3.92	3.20	.00*	1
22.	Behavior of pupils	3.89	3.62	.08	3.64	3.21	.07	4.33	3.85	.00*	8
23.	Teaching being observed	3.89	4.28	.00*	3.64	3.79	.65	3.79	3.91	.18	23
24.	Job satisfaction	4.39	4.05	.01*	4.30	3.76	.02*	4.30	3.90	.00*	11
	Total	96.80	92.64	.03*	94.18	82.24	.00*	94.65	86.52	.00*	

*Probability values of dependent t-comparisons less than .05; values of .00 are to be interpreted as less than .005.

**Scale from '1' highly negative to '5' highly positive.

***Expectation mean minus reality mean arranged by magnitude and ranked.

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Table 3

Summary of Job Conditions Revealing Differences in Prior-to-Job and On-the-Job Rating Means for the 1985 and 1990 Samples of Beginning Teachers

		Elementary		Secondary		Total	
	Job Conditions	1985	1990	1985	1990	1985	1990
1.	Help other teachers	+				+	
2.	Help from administrators						
3.	Help from inservice	*		*		*	
4.	Help college classes	*		*	*	*	*
5.	Rapport students					*	
6.	Rapport with parents					*	
7.	Rapport other teachers	+					
8.	Rapport administrators						
9.	Rapport community					*	
10.	Budget for teaching	*		*		*	
11.	Support parents			*		*	
12.	Support other teachers			*		*	
13.	Support administrators			*		*	
14.	Support community			*		*	
15.	Physical facilities	*		*		*	
16.	Equipment for teaching	*		*		*	
17.	Parent conferences			*			
18.	Time cover content	*		*		*	
19.	Environment for growth	*		*		*	
20.	Feelings of accomplishment			*		*	*
21.	Work load	*		*		*	
22.	Behavior of pupils					*	
23.	Teaching being observed	+					+
24.	Job satisfaction	*		*	*	*	*
	Reality Mean Lower	9	0	15	2	18	3
	Reality Mean Higher	3	0	0	0	1	1

* Reality shock: Reality rating mean significantly less positive (lower) ($p \leq .05$) than expectation mean.

\+ Reality mean significantly more positive (higher) ($p \leq .05$) than expectation mean.

Table 4

Job Conditions Ranked in Order of Amount Contributing to Feelings of Reality Shock for the 1985 and 1990 Samples of Elementary, Secondary, and Total Beginning Teacher Groups

		Elementary		Secondary		Total	
	Job Conditions	1985	1990	1985	1990	1985	1990
1.	Help other teachers	23	16.5	21.5	14	24	18.5
2.	Help from administrators	14	4	20	4	18	4
3.	Help from inservice	9	2	1	12	3	6
4.	Help college classes	6	6.5	5	1	6	2
5.	Rapport students	16	21	23.5	16	17	18.5
6.	Rapport with parents	13	5	17	22.5	13	14
7.	Rapport other teachers	22	20	19	17.5	22	21
8.	Rapport administrators	21	19	21.5	6	21	15
9.	Rapport community	17.5	14	18	10.5	20	16
10.	Budget for teaching	4.5	9.5	12	17.5	8	11
11.	Support parents	5	16.5	16	8.5	12	13
12.	Support other teachers	20	23	10.5	10.5	16	22
13.	Support administrators	17.5	18	10.5	13	15	17
14.	Support community	12	15	14	21	14	20
15.	Physical facilities	2	6.5	3.5	6	4	5
16.	Equipment for teaching	1	2	2	19	2	7.5
17.	Parent conferences	19	22	6.5	22.5	19	23
18.	Time cover content	4.5	9.5	9	15	10	10
19.	Environment for growth	7	11.5	8	8.5	5	9
20.	Feelings of accomplishment	11	8	6.5	3	8	3
21.	Work load	3	13	3.5	20	1	12
22.	Behavior of pupils	10	11.5	15	6	8	7.5
23.	Teaching being observed	24	24	23.5	24	23	24
24.	Job satisfaction	8	15	13	2	11	1
	Spearman Rho	+.68		+.10		+.70	
	1-tail p value	.002		.32		.0002	